

| Lesson | Live from 1812! |
|---|--|
| Maryland State Curriculum Standards | <p>4th Grade 5C. <i>Conflict Between Ideas and Institutions</i> 2a. Explain the political, cultural, economic and social changes in Maryland during the early 1800s: Describe Maryland’s role in the War of 1812.</p> <p>Social Studies, Skills and Processes 6A. <i>Read to Learn and Construct Meaning about Social Studies</i> 1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary. 4. Use strategies to demonstrate understanding of the text (after reading).</p> <p>6B. <i>Write to Learn and Communicate Social Studies Understandings</i> 1. Use informal writing strategies, such as journal writing, note taking, quick writes, and graphic organizers to clarify, organize, remember and/or express new understandings.</p> <p>6F. <i>Analyze Social Studies Information</i> 1. Interpret information from primary and secondary sources.</p> <p>General Reading Processes 1E. <i>General Reading Comprehension</i> 4. Use strategies to demonstrate understanding of the text (after reading). <ul style="list-style-type: none"> • Identify and explain the main idea or argument. • Identify and explain information directly stated in the text. • Draw inferences and/or conclusions and make generalizations. • Confirm, refute, or make predictions. • Summarize or paraphrase. • Connect the text to prior knowledge or personal experience. </p> |
| Objective | Students will understand the War of 1812’s economic and social impact on daily citizen life by analyzing primary and secondary source documents. |
| <u>Lesson Overview</u> | Students will act out newscasts taking place in different parts of the country during the War of 1812. Four groups will portray four unique experiences. Each group will complete a packet of primary and secondary source readings to prepare for the role-play. As student groups present their newscasts and interviews, audience members will record notes. At the end of the lesson, students will share what they learned in a “Letter to the Producer.” |
| Suggested Grade Levels and Adjustments | <p><i>Upper Elementary:</i> Use the basic reading packets and provide more student guidance; integrate a lesson on primary sources (see Appendix B).</p> <p><i>Middle School:</i> Have students define highlighted vocabulary words or use them in sentences before reading; integrate a lesson on primary sources (see Appendix B).</p> <p><i>High School:</i> Encourage students to conduct outside research on reading topic.</p> |

| Lesson | Live from 1812! |
|----------------------------------|---|
| Background | <ul style="list-style-type: none"> • See Appendix A for: <ul style="list-style-type: none"> ○ War of 1812 Background Reading; ○ Suggested topics and lessons to include in a War of 1812 unit. • See Appendix B for resources to help students interpret primary sources. |
| Materials | <ul style="list-style-type: none"> • TV and news clip (optional) • Four Reading Packets (each student will receive one) • Channel 1812 News Packet • Props and Accessories (for news show) • Letter to the Producer |
| Motivation | <ul style="list-style-type: none"> • Teacher will show students a clip from an evening news report that involves an “on-location” interview with a correspondent. • Teacher will ask students: <ul style="list-style-type: none"> ○ What did you learn about this event from what the correspondent said? ○ What did you learn about this event from what the interviewee said? ○ What did you learn about this event from what you saw in the interview’s background? • Teacher will explain that today we are going to learn about daily life during the War of 1812 and students will have an opportunity to teach classmates about different War of 1812 experiences by role-playing “on-location” TV interviews. Teacher will stress that this technology did not actually exist during the War of 1812. |
| Introduction to New Material | <ul style="list-style-type: none"> • Students will be divided into four groups. Each group will receive a different packet of readings and questions. • All students are expected to read their documents and answer the accompanying questions (Each student will receive his/her own reading packet). Teacher can circulate to assist and check for accuracy. |
| Guided Practice | <ul style="list-style-type: none"> • In their groups, students will complete the “Channel 1812 News Packet,” as though they were preparing to interview people who had experienced the events described in the readings. <ul style="list-style-type: none"> ○ Teacher will read the assignment directions from the top of the packet. ○ Each student will choose one “Crew” role. ○ The group will identify their newscast’s setting and characters. ○ The group will create the newscast’s script, including interview questions and responses that demonstrate daily life from the perspective they examined in their readings. • Each group will present their “on-location” interviews to the class. • Students in the audience will record important facts into their notebooks. |
| Independent Practice/ Assessment | <ul style="list-style-type: none"> • Students will complete their “Letter to the Producer” (see handout). |

| Lesson | Live from 1812! |
|-----------------------------------|---|
| Closing | <ul style="list-style-type: none"> Each student will share one new fact they learned about daily life during the War of 1812. |
| Modifications /Alterations | <ul style="list-style-type: none"> LARGE CLASS: Have two groups for each packet of readings. During the presentations, you can introduce the groups as having conducted separate broadcasts from the same place. MORE TIME AVAILABLE: Have students conduct further research on the topics that the readings cover. Encourage them to integrate this information into their newscasts (students can do so for homework as well). LOWER READING LEVELS: Use basic reading texts (adapted from primary sources). There is one basic reading text for each packet. |

Appendix A

Suggested Resources and Sequence for War of 1812 Unit:

The following table provides an example of the sequence a War of 1812 unit could follow. Topics can be expanded or collapsed to meet time requirements, the list is not comprehensive. Provided lessons offer suggestions of how instructors can present the information to students.

| Topic | Sponsoring Organization | Location | Notes |
|--|--|---|--|
| War of 1812 Overview | Instructor WEB | http://www.instructorweb.com/docs/pdf/warof1812le.pdf | Can be used as an introduction to help prepare students for this lesson. Contains brief reading and comprehension questions. |
| Battles of the War | Learning on the Great Lakes Seaway Trail: One of America's Byways Author: Irene Sullivan | http://www.seawaytrail.com/lessonplans/history2.pdf | Lesson plan designed to teach students about the different conflicts the War of 1812 involved. Students collect and present information. |
| Baltimore, Fort McHenry and the Star-Spangled Banner | Baltimore City Public Schools Fort McHenry National Monument and Historic Shrine The Baltimore Heritage Area In the Office of Mayor and The Friends of Fort McHenry | http://americanflagfoundation.org/wp-content/uploads/2011/02/BaltimoreandtheWarof18121.pdf | Lesson plans offer classroom activities for students, and help teachers plan field trip to Fort McHenry. |
| THIS LESSON: Live from 1812! Topic: Citizens' Daily Life During the War of 1812 | | | |
| The War's Final Chapter: New Orleans | Louisiana Digital Library | http://lsm.crt.state.la.us/lagumbo/bonolyrics.pdf | Lesson plan offers students the opportunity to analyze different paintings of the Battle of New Orleans. |
| The End of the War | Houghton Mifflin Company | http://www.eduplace.com/ss/hmss/5/laag/13.2.html | Students write essay and create poster to describe the consequences of the War of 1812 and the "Era of Good Feelings" that followed. |

Appendix B

Interpreting Primary Sources

The following sites can help teachers prepare their students to interpret primary source documents, such as the ones incorporated in this lesson.

| Organization | Location | Description |
|---|---|---|
| Library of Congress | http://www.loc.gov/teachers/usingprimarysources/ | Provides instruction tools and resources for lessons about primary sources |
| Maryland Historical Society | http://www.mdhs.org/education/teachers/primary-source-worksheets | Provides an instructional set which includes worksheets to guide students in all facets of sources. |
| University of California Berkeley Library | http://www.lib.berkeley.edu/instruct/guides/primarysources.html | Provides a source students can use to find, comprehend and analyze primary sources |
| Education Place | http://www.eduplace.com/ss/hmss/primary.html | Provides primary source documents, maps, images and more that can be used in the classroom. |

Channel 1812 news

To: News Correspondent
From: Boss
Re: Newest Assignment

YOUR ASSIGNMENT:

For our next news story, we are going to cover how the War of 1812 is affecting people across America. You are going to be sent to one region. Once there, you are to do the following:

1. Complete your research. Read the provided documents and answer the questions that follow.
2. Together with your news team, prepare an interview with one or more people who live in your region. As you fill out your interview forms, you will need to:
 - Design the setting
 - Write your script
 - Choose your actors
3. Broadcast your interview during our live program.

CREW ROLES:

Directions – Choose roles for each member in your group. Remember, although everyone will have a main role, all group members should help with any work that needs to be finished.

| Crew Roles | Write the name of the person(s) in your group who will play this role. |
|--|--|
| <i>Staff Writer</i> - This person will fill in the news script as the group discusses. | |
| <i>Set Builders</i> - This person(s) will design and prepare the background. They will also help create and gather needed props. | |
| <i>Reporters and Actors</i> – These individuals will act out the newscast. | |

INTERVIEW FORMS

Directions – The staff writer will read the questions and write down the responses. ALL group members must participate and share ideas.

SETTING:

1. Where is your filming taking place? Name the city or place.

2. Using your research (the readings you completed and the questions you answered), name *at least* three things that your viewers will see in the background during the filming.

- a. _____
- b. _____
- c. _____

3. Make sure to create and prepare these items for your filming.

PEOPLE:

Who will you be interviewing? (*Can be one or more people. Use your research to guide you. You can choose either a real person, or you can create a person who fits the characteristics of someone who lived in your place during the War of 1812.*)

| Name of person(s) | Describe the person. What does he/she do? How has the War of 1812 affected this person? |
|-------------------|--|
| | |

NEWS SCRIPT:

Directions: Fill your script. These are the words that will be spoken out loud during your interview.

Introduction: *This will be read by your reporter. You need to welcome everyone to your region. Explain where you are, who you will be interviewing, and what you think your audience will learn from that person.*

Questions and Answers: *Write down the questions your reporter asks, and the answers that will be given.*

- *You need to have at least FIVE questions.*
- *One of your questions must be: How did the War of 1812 change your life?*
- *Be creative! However, make sure that your answers are historically accurate (always remember what you learned in your research).*

Example Question and Answer:

Reporter: How did the War of 1812 change your life?

Susanna, Maryland Store Owner: Well, before the War of 1812.....

If you need more space, attach an additional sheet of paper.

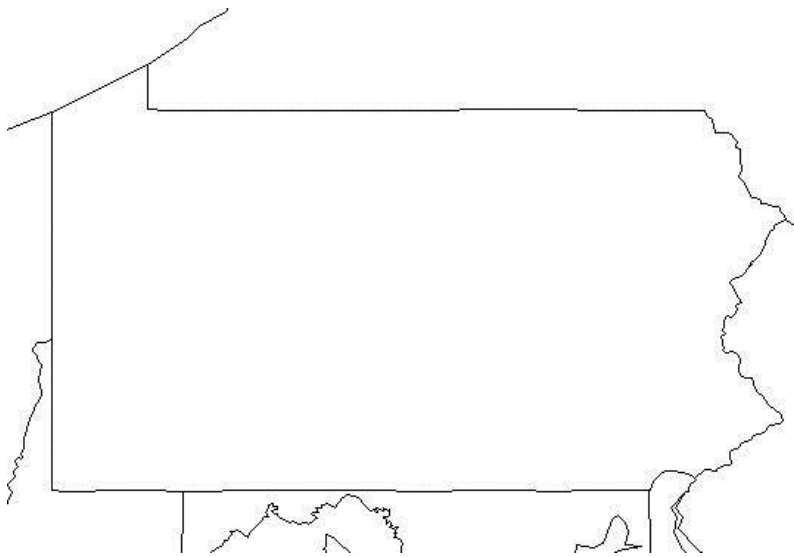
Closing: *This will be read by your reporter at the end of your segment. Thank the person you are interviewing and say good-bye to the audience.*

RESEARCH DOCUMENTS AND QUESTIONS

Interview Location #1: Northern Cities New Brunswick, NJ Carlisle, PA

Directions:

Use an atlas to label the two cities listed above on the maps below.



Pennsylvania



New Jersey

New Brunswick during the War

Adapted from a Paper Read before the New Brunswick Historical Club, Fine Arts Building, Rutgers College, Thursday Evening, March 21¹

Let us go back tonight and take a peep at our old city, just before and during the stirring and eventful times that marked the second decade of the nineteenth century. Grass waved and orchards bloomed on the land now lost under buildings for manufacture and businesses. Cattle roamed at will where the fashionable Livingston Avenue now runs. The population was not large. According to the census of 1810, the number of free white males and females in New Brunswick was 2, 820, number of free blacks 52, number of slaves 170, making a total of 3,042. The town had 375 houses.

Mail delivery depended entirely upon how good the roads were – if they were good and dry you got your mail; if they were muddy, you had to wait for it. Among the leading businesses were a nail factory, general stores, pine board stores, painting establishments, a fish market, tobacco manufacturers, cabinetmakers, shipbuilders, and taverns.

Of course, the people had to have a little enjoyment, so in May 1812, “A Living Elephant, 11 years old, upwards of 8 feet high, and in weight of more than 4,700 lbs..” was to be seen “Now or Never” at Keenon’s Tavern.

On December 2, 1811, the Washington Benevolent Society was organized at the tavern of Nicholas Van Brunt, on Albany Street. This was an organization that had grown very strong through New Jersey. It was against President Madison and his foreign policy.

In November 1812, Colonel Fenwick arrived in this city. The Colonel was severely wounded at the storming of Queenstown, Canada. “While in this city, he was the guest of Dr. Lewis Dunham, at his home on Burnet Street. The citizens, and particularly the members of the Artillery band, competed with each other to do him honor.”

On December 9, 1812, immediately after learning about the victory of Captain Decatur over the **frigate** (a type of boat) Macedonian, the band assembled and serenaded on the occasion. On the day following, they again assembled at six o’clock in the morning and saluted the officers and about seventy of the brave men of the U.S.S. Wasp, who were on their way to Washington.

As the war continued, politics grew bitter. The country at this time was divided on the war issue, and party feeling in this city was very high. Things were very lively and the political pot was hot. Meetings were held on one night to **denounce** (go against) the war and on the next in favor of it. But as the war progressed, the citizens did not fail in their **patriotism** (love and loyalty towards your country), and it was not long before New Brunswick was well represented in the army and navy.

¹ Wall, John Patrick. “New Brunswick during the War of 1812.” Rutgers College, New Jersey. March 21, 1901.

On November 10, a general order was issued requiring all military companies, whether of cavalry, artillery, light infantry or riflemen to be ready to fight on twenty-four hours' notice. The companies in this city made all necessary preparations. On December 10, 1812, the following notice was issued:

"The undersigned, a committee appointed by the Artillery Company of the city of New Brunswick, for the purpose of **procuring** (*getting*) knapsacks, give notice to their brother-soldiers of said company that they are **procured** (*gotten*), handsomely painted, and are now ready for delivery at the store of Amos Flagg."

It was not until the second call was made, on July 14, 1814, that New Brunswick had her patriotism thoroughly awakened, and promptly provided four fully uniformed and armed **companies** (*soldier groups*).

The citizens were very much afraid of an attack on the city by the British, and it was suggested that every man who could afford it should provide himself with a gun and twenty-four rounds of ball cartridges, or some other useful weapon of war. Also, that a code of signals be arranged between Perth Amboy and this city, to be used in case the enemy should enter the river at that place.

On September 11, 1814, Councilmen Boggs, Simpson and Van Dyke were appointed a committee to find out if the city was ready in case of an attack. They reported that there were three companies of militia in town, but they were not armed. They suggested that the city ask the Governor for arms, and that soldiers who were sent out of state would be returned to protect the city. The report was received and followed.

On receipt of the news of the signing of the treaty of peace, the following proclamation was made:

"To the Citizens of New Brunswick, NJ:
Common Council congratulates the citizens of New Brunswick on the restoration of peace to our country. "

New Brunswick during the War

Directions: After reading “New Brunswick during the War,” answer the following questions.

1. If you entered New Brunswick during the War of 1812, what would you see? What did the city look like? Who lived there? Where did they work?
2. How did the citizens of New Brunswick treat the War’s soldiers? Give a specific example to support your answer.
3. Did everyone in New Brunswick support the War? Explain your answer.
4. How did the citizens of New Brunswick protect their city during the War? Give at least two specific examples.
5. If you had lived in New Brunswick during this time period, would you have felt safe? Explain why or why not.

From Thomas Warner to his Wife, Mary Ann Warner - October 7, 1812²

Carlisle October 7 1812

Dear Mary,

We arrived here after a **fatiguing** (*tiring*) march to some of our men on Saturday evening, very good weather until the last day when it rained the whole day. The water ran down the mountains in **torrents** (*streams*), however our men were in the highest spirits singing and joking each other all the way...For my own part, I never was healthier in my life. In high spirits. The citizens of Carlisle have treated us with the greatest hospitality. They would not **suffer** (*allow*) us to pitch our tents until Sunday. They came forward and offered their houses, beds, and provisions for our **accommodation** (*so we could have some place to stay*). On yesterday, they presented the whole corps with an elegant dinner and plenty of wine to drink their health with which was done with enthusiasm. In truth, their hospitality is beyond anything I ever experienced.

My dear wife, you will please inform my mother, my brothers and sisters and my friends also of my health, etc. tell them I would write them but the extreme difficulty an officer is under of getting paper and time. Therefore, they must wait with patience.

Do be pleased to write me how my dear children are and yourself as you and them are the only thing that prey on my mind...At the same time remember you are a soldier's wife – and one who loves you dearly give them one kiss and tell them their father puts up a prayer to heaven for their welfare.

Your affectionate husband until death
Thomas Warner

² Warner, Thomas. Letter to Mary Ann Warner, 7 October 1812.

From Thomas Warner to his Wife, Mary Ann Warner - October 7, 1812

Directions: After reading the letter “From Thomas Warner to His Wife,” answer the following questions.

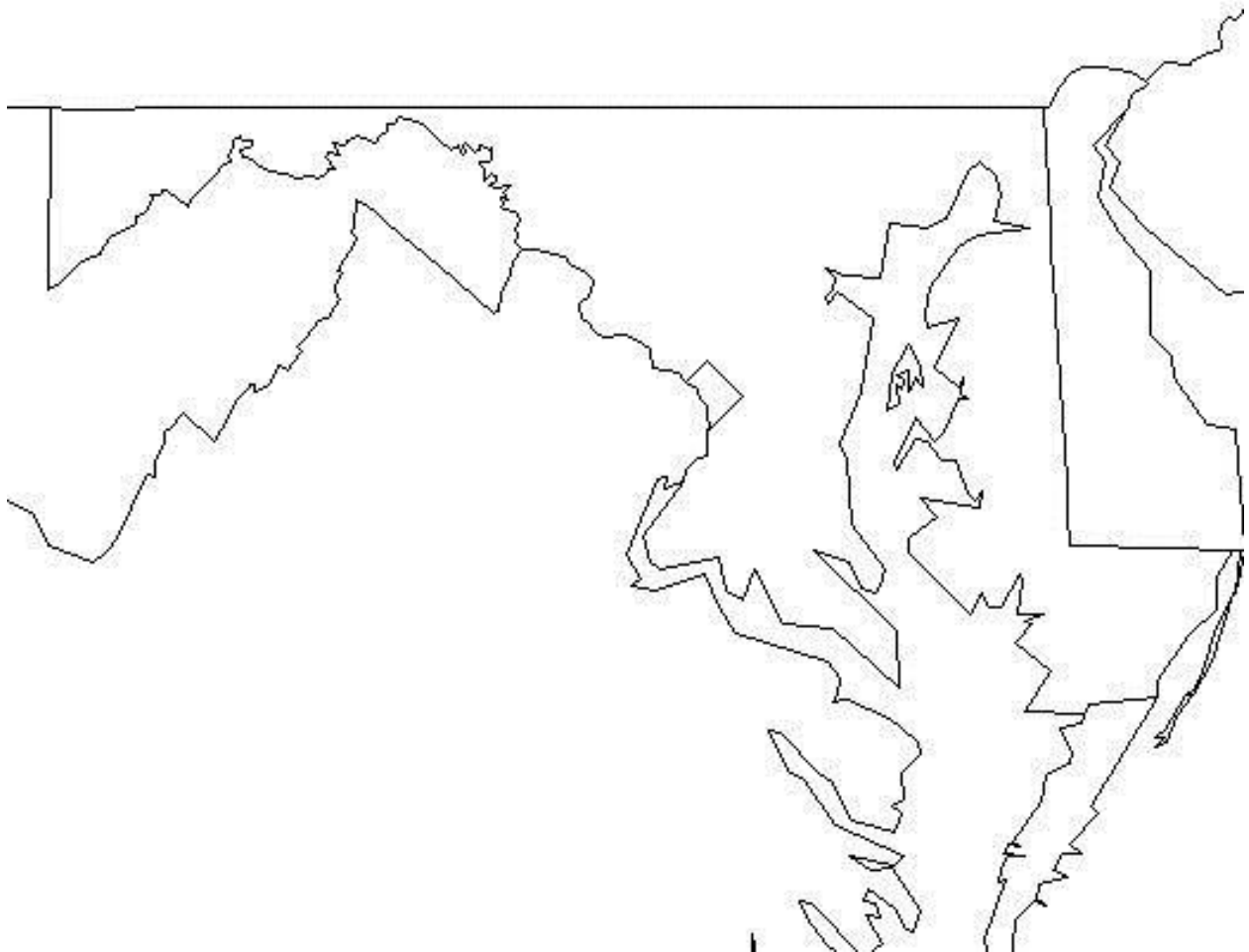
1. Who wrote this letter, and what is this man’s job? What city was this person in when he wrote the letter?
2. Who did the man write the letter to?
3. Summarize the letter’s main ideas.
4. How did this city’s people treat the man? Give specific examples from the text to support your argument.
5. How do you think the person to whom this man is writing feels? Explain why you think so.

RESEARCH DOCUMENTS AND QUESTIONS

Interview Location #2: Baltimore before the Battle Baltimore, MD

Directions:

Use an atlas to label Baltimore on the map below.



Resolves of the Citizens in Town Meeting, Particulars Relating to the Battle, Official Correspondence, and Honorable Discharge of the Troops³

From Niles' Register

Baltimore, August 27, 1813

By the Committee on Vigilance and Safety

Whereas the commanding officer has required the aid of the citizens in the **erection** (*building*) of works for the defense of the city, and the Committee of Vigilance and Safety having full confidence in the **patriotism** (*loyalty and love for one's country*) of their fellow citizens, have agreed on the following organization, for the purpose of **complying with** (*following*) the request of the major general.

The **inhabitants** (*residents*) of the city and **precincts** (*areas of the city*) are called on to **deposit** (*drop off*) at the court-house in the third ward, centre market in the fifth ward, market house Fell's Point, Riding-school in the seventh ward, or take with them to the place required, all wheel-barrows, pick-axes, spades and shovels that they can **procure** (*get*).

That the exempts from military and the free people of color of the first district, consisting of the 8th ward and eastern precincts, **assemble** (*come together*) tomorrow, Sunday morning, at 6 o'clock, at Hampstead-hill with **provisions** (*food*) for the day...

That those of the second district, comprising the 5th, 6th, and 7th wards, assemble at Myer Garden, on Monday morning at 6 o'clock....

That those of the third district, comprising the second, third and fourth wards assemble at Washington Square, on Tuesday morning, at six o'clock...

The owners of slaves are requested to send them to work on the days assigned in the several districts.

Such of our patriotic fellow citizens of the country or elsewhere, as are disposed to aid in the common defense, are invited to **partake** (*engage*) in the duties now required on such of the days as may be most convenient to them.

(Signed) Edward Johnson, Chairman

Theodore Bland, Secretary

³ Hickman, Nathaniel. The Citizen Soldiers at North Point and Fort McHenry. Baltimore: N. Hickman, J. Young, printer, 1922.

Resolves of the Citizens in Town Meeting, Particulars Relating to the Battle, Official Correspondence, and Honorable Discharge of the Troops⁴

Directions: After reading “Resolves of the Citizens,” answer the following questions.

1. Who wrote this resolution and in what city did they write it?
2. Summarize what the commanding officer asked the citizens to do.
3. What is the Committee asking the citizens to drop off at the courthouse, market houses, or the Riding-school? Why do you think it wants citizens to do this? Be specific.
4. What do you think Baltimore’s citizens will be asked to do when they report to their meeting places? Use detail in your prediction.
5. If you lived in Baltimore during this time, how would you feel if you heard this resolution? Explain why.

⁴ Hickman, Nathaniel. The Citizen Soldiers at North Point and Fort McHenry. Baltimore: N. Hickman, J. Young, printer, 1922.

Excerpts from the documents included in *Citizen Soldiers of Baltimore War 1812-14*⁵

Baltimore.

At the recommendation of the Committee of Vigilance and Safety, the people **commenced** (*began*) their labors to **fortify** (*build defenses around*) the city, on Sunday the 27th. Ult. The work done demonstrates their power and zeal, to the astonishment of all who behold it. *Baltimore* has long been remarkable for the **patriotism** (*love and loyalty for one's country*) and **liberal** (*free*) spirit of her citizens; and her high character for these qualities is fully maintained by the free offering of *men* and *money* for the purposes of defense. In the meantime, volunteers and militia from the **adjacent** (*nearby*) parts of *Maryland, Pennsylvania* and *Virginia*, have flocked in to our aid....

The means of **defense** (*having protection*) have given confidence to the people, many families who had left the city have returned; nothing is relaxed; everything goes on as though an attack were immediately expected, but with the exception of performing their military duties, the people have their usual **composure** (*calm*) and quiet.

To our brethren who have flown to our assistance, we are greatly **indebted** (*we owe them*). The sudden collection of so many people, of all classes and conditions, might have been expected to create much confusion and disorder; but no event has yet occurred, that we have heard of, which can **sully** (*dishonor*) the character of an *individual* soldier; and the city is as quiet (the sound of the drum, or the rattling of wagons pertaining to the different corps, excepted) as ever it was.

⁵ Hickman, Nathaniel. The Citizen Soldiers at North Point and Fort McHenry. Baltimore: N. Hickman, J. Young, printer, 1922.

Excerpts from the documents included in *Citizen Soldiers of Baltimore War 1812-14*

By Charles C. Saffell

Directions: After reading “Citizen Soldiers of Baltimore,” answer the following questions.

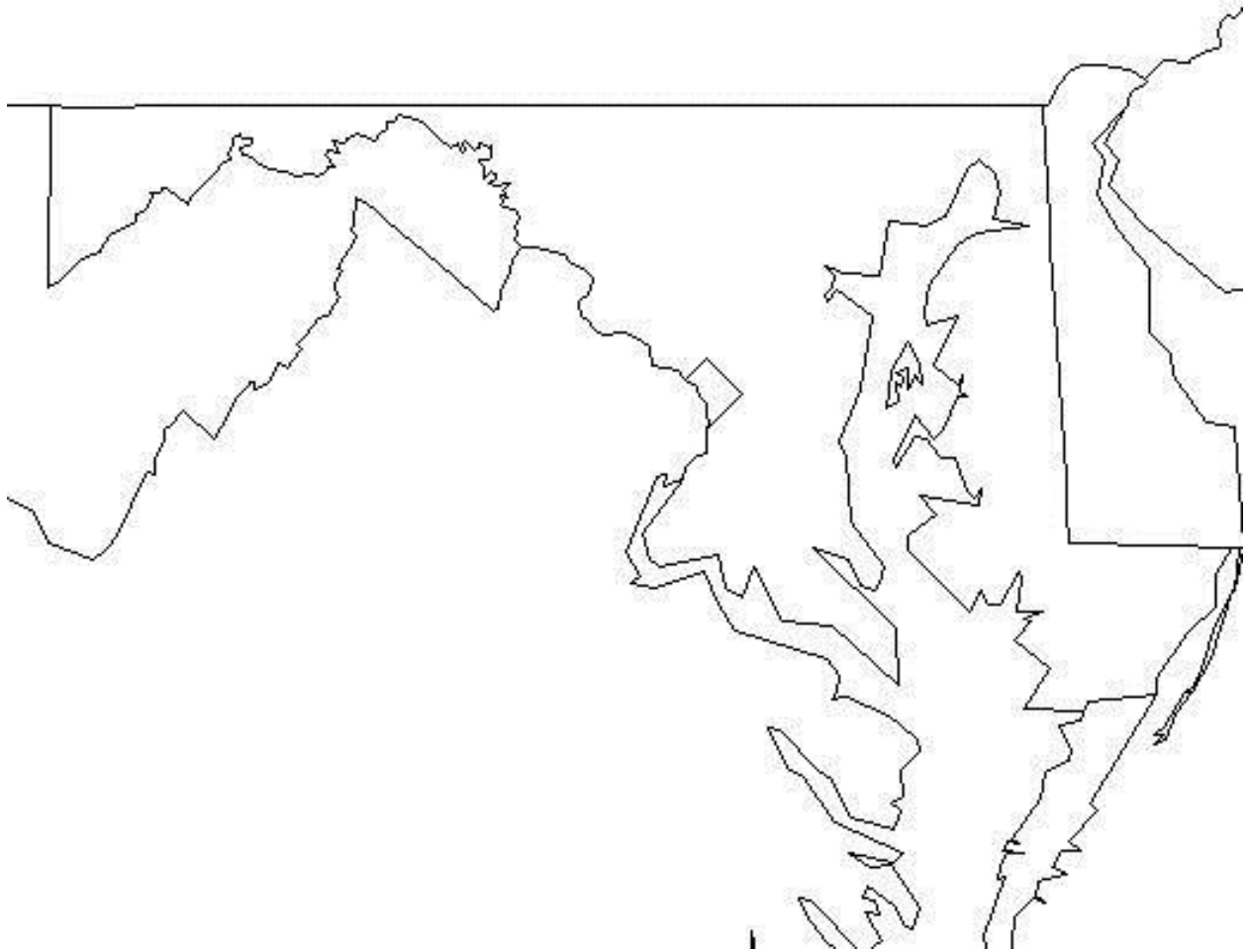
1. What did people begin to do on Sunday the 27th? Give specific examples from the text.
2. How does the author describe the mood, or attitude, with which this work took place? Give specific examples from the text to support your answer.
3. Who came to Baltimore from other Maryland regions, Pennsylvania and Virginia?
4. According to the author, was the arrival of more people in Baltimore a positive or a negative event? Explain why you think so using examples from the reading.
5. Imagine you were in Baltimore during the time this document was written. What would you expect to see? Hear? Feel?

RESEARCH DOCUMENTS AND QUESTIONS

Interview Location #3: Baltimore after the Battle Baltimore, MD

Directions:

Use an atlas to label Baltimore on the map below.



REPORT⁶

Of the Committee of Claims, on the petition of sundry citizens and merchants of Baltimore, praying compensation for damages done their vessels, sunk in the harbor of Baltimore, during the late war, accompanied with “a bill for the relief of sundry citizens of Baltimore”

December 11, 1820

Read, and, with the bill, committed to a committee of the whole House to-morrow
The Committee of Claims, to which was referred the memorial of sundry citizens of Baltimore,

REPORT:

That, in the month of September, 1814, **sundry vessels** (*assorted ships*) belonging to the moralists were taken by **public authority** (*the government*), and sunk at the mouth of the harbor of Baltimore, to prevent the **vessels** (*ships*) of the enemy from entering that harbor...

On the 7th March, 1815, the Secretary of War wrote as follows, “As there no doubt will be many applications to Congress, by individuals owning those vessels, for **compensation** (*payment*) for damages, by injuries, either to their vessels or rigging, while sunk, it would be advisable that such damages should be duly **ascertained** (*discovered*), in such a manner as you may think best at the time the vessels are respectively raised, and a report thereof made to this office.”

In pursuance (*following*) of these instructions, three respectable citizens of Baltimore, one an “experienced” ship carpenter, one a ship joiner, and the other a ship chandler, were appointed **to survey** (*examine*) the said vessels, and **appraise** (*evaluate*) the damages...an appropriation was made to the amount of the several sums thus assessed, which was subsequently distributed among the **claimants** (*the ship owners*).

On the 7th of January 1817, the owners of the vessels presented their memorial to Congress, claiming a further **allowance** (*more money*), alleging that the sum previously awarded them was “not **sufficient** (*enough*) to pay one forth the expense of repairing.”

⁶ United States. Congress. House of Representatives. Committee of Claims. “Report of the Committee of Claims on the petition of sundry citizens and merchants of Baltimore, praying compensation for damages done their vessels, sunk in the harbor of Baltimore, during the late war, accompanied with ‘a bill for the relief of sundry citizens of Baltimore.’” 11 December 1820.

REPORT

Of the Committee of Claims, on the petition of sundry citizens and merchants of Baltimore, praying compensation for damages done their vessels, sunk in the harbor of Baltimore, during the late war, accompanied with “a bill for the relief of sundry citizens of Baltimore”

Directions: After reading “Report of the Committee of Claims,” answer the following questions.

1. What did the government do on September of 1814? Why?
2. How would you have felt if you were one of the ship-owners? Explain why.
3. Summarize what the government did in response to the ship-owners’ complaint.
4. Do you think the ship-owners were satisfied with the government’s response to their complaint? Explain why or why not using examples from the text.
5. Can you give an example of how people today make sacrifices, or give something up, because of war?

Letter from John and S. Bell to Thomas C. Bell Describing the Aftermath of the Battle of Baltimore⁷

Baltimore Novr 14 [1814]

We conceive there is no danger this fall of another visit from the British heaven knows what the spring will **effect** (*bring about*). Baltimore is surrounded by **encampments** (*military camps*) and the poor things called soldiers are dying off rapidly. I met Captain Frazier a few days back, he promised to call but I expect he, like other sunshine friends **conceive** (*thinks*) it his best course to steer clear **of my wake** (*of me*).

Mr. & Mrs. Sykes were much beaten in their own house by **rascally** (*mischievous*) would-be soldiers – Mrs. Microft had her **crockery ware** (*dinner plates*) broken before her face by some vagrant (*roaming, homeless*) Irishman but she was relieved from further violence by a boarder officer stepping in at the **juncture** (*right moment*). Many of the bodies of the American dead by American monsters were brought up on the Hamstead Hill many days after the battles in a state of **putridity** (*rotting*) and openly exposed to the soldiers & their distracted relatives who continuously recognized them by the clothes.

⁷ Bell, John. Letter from John Bell to Thomas Bell (14 November 1814). War of 1812 Collection, MS. 1846. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Letter from John and S. Bell to Thomas C. Bell Describing the Aftermath of the Battle of Baltimore

Baltimore Novr 14 [1814]

Directions: After reading “Letter from John,” answer the following questions.

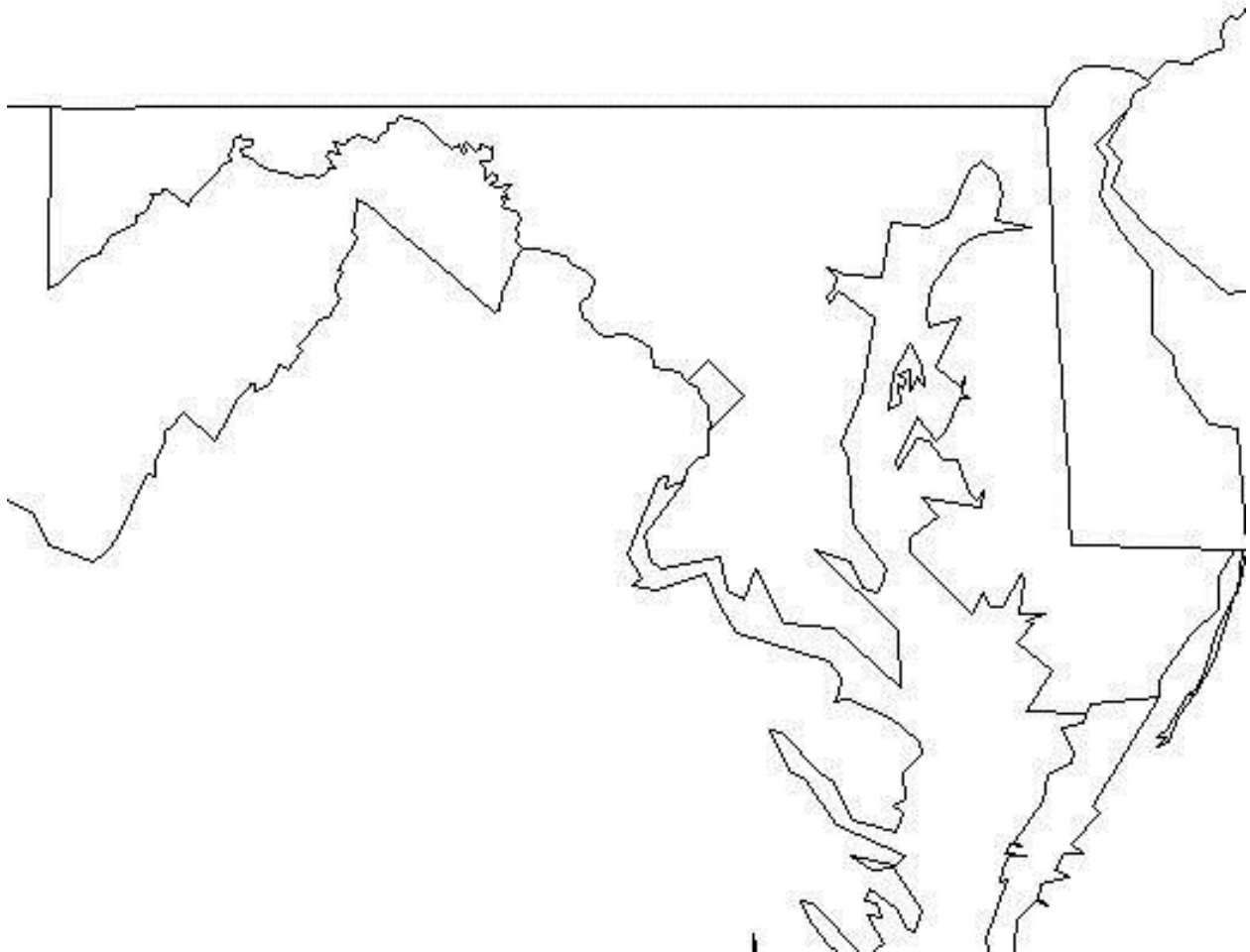
1. Who is writing this letter, and what city is he writing from?
2. Does the author of this letter think that another battle will take place in Baltimore soon? Explain your argument by giving an example from the text.
3. What happened to Mr. and Mrs. Sykes and Ms. Microft? Give specific examples from the text.
4. Given their experiences, do you think Mr. and Mrs. Sykes and Ms. Microft believe that the War had a positive or negative affect on Baltimore? Explain why you think so.
5. Imagine you were in Baltimore at the time this letter was written. What would you see? Hear? Feel?

RESEARCH DOCUMENTS AND QUESTIONS

Interview Location #4: Havre de Grace

Directions:

Use an atlas to label Havre de Grace on the map below.



Havre de Grace: John O'Neill's Account⁸

Havre de Grace, then a **thriving** (*successful*) town of about sixty houses, **situated** (*located*) about two miles from the head of the bay, was visited on the morning of May 3. While the greater portion of the **inhabitants** (*people who live there*) were still in their beds, nineteen **barges** (*a type of ship*) suddenly appeared before the place and opened a fire of shot, shells and rockets. A citizen by the name of Webster was struck on the head by a rocket and instantly killed. From his own account, John O'Neill was virtually the sole defender of the town.

O'Neill was born in Ireland, November 23, 1768, and came to the United States when eighteen years of age. He was in the military service, (then) he became a prosperous **merchant** (*businessman*) at Havre de Grace, and the destruction of the place ruined his business.

Niles' Register printed the following letter of O'Neill's, dated May 10: "No doubt before this you have heard of my **defeat** (*loss*). On the third instant we were attacked by fifteen English barges at break of day. When the alarm was given I ran to the battery and found but one man there, and two or three came afterwards. After firing a few shots they retreated, and left me alone in the battery. The grape-shot flew very thick around me. I loaded the gun myself, without any one to serve the vent, which you know is very dangerous, and fired her, when she **recoiled** (*moved back*) and ran over my thigh. I retreated down to town, and joined Mr. Barnes, of the nail manufactory, with a musket, and fired on the barges while we had ammunition, and then retreated to the common, where I kept waving my hat to the militia who had run away, to come to our assistance, but they proved cowardly and would not come back. At the same time an English officer on horseback, followed by the marines, rode-up and took me with two muskets in my hand. I was carried on board the Maidstone **frigate** (*type of boat*), where I remained until released, three days since.

⁸ Marine, William M. The British Invasion of Maryland 1812-1815. Hatboro: Tradition Press, 1965.

Havre de Grace: John O'Neill's Account

Directions: After reading “Havre de Grace: John O'Neill's Account,” answer the following questions.

1. At what time of day did the British attack Havre de Grace? Why do you think they chose this time of day?

2. Summarize John O'Neill's experience defending Havre de Grace.

3. In your opinion, what were the two greatest challenges that O'Neill faced? Support your argument – why do you think so?

4. If you lived in Havre de Grace during this time, how would you have reacted to the British attack? What would you have done? Why? Be specific.

5. If you were the mayor of Havre de Grace, what would you have done to prevent the town from being destroyed? Share specific ideas and explain why you would decide to act in this way.

Havre de Grace: Jared Spark's Account⁹

The Reverend Jared Sparks, who was an eye-witness (he saw what happened) of the burning of Havre de Grace, contributed the following account of the affair to the North American Review, for July, 1817.

Considerable **alarm** (*worry*) had been excited as early as the 20th of April, 1813, among the inhabitants **residing** (*living*) around the head of the bay, by reports continually circulated, that the British were rapidly advancing.

The inhabitants of Havre de Grace had, for three weeks previous to this period, been making preparations for defense, and several companies of militia were called in to their aid. Patrols were stationed every night, for two or three miles along the river and the bay, and everything seemed to indicate a **resolution** (*pledge*) to be prepared for any event.

This **vigilance** (*watch*) continued till within three or four days of the time, when they were actually attacked. At this time, the inhabitants, wearied with continual excitement and **laborious** (*difficult*) exercise, began to relax from their **exertions**, (*work*) and as the English had continued **tranquil** (*peaceful*). The officers were often absent, and even at the time of the attack, the commanding officer was several miles from town.

The inhabitants retired quietly to rest (that) night, seemingly without any **apprehension** (*worry*) of danger, or any preparation for meeting it. The militia, except a small number necessarily on duty every night, were **dispersed** (*spread out*) in various parts of the town. But in the midst of this imaginary security, at daybreak, on the 3rd of May, the drums beat an alarm, and the discharge of cannon immediately followed. The people, who were nearly all in bed, being thus suddenly awakened, were thrown into greatest **consternation** (*concern*). The women and children fled in every direction to the neighboring hills and woods. The militia were called to their arms with all possible speed, but in such a state of confusion they could not be **rallied** (*pulled together*). They left their ground, and escaped with great precipitation and disorder to the nearest woods, even before a man of the enemy had landed.

The sun had scarcely risen, when all the enemy's forces were landed, and marched to an open square in the center of the town. They were here separated into bands of thirty or forty each, and sent to **plunder** (*steal from*) and burn such houses as were not already on fire."

⁹ Marine, William M. The British Invasion of Maryland 1812-1815. Hatboro: Tradition Press, 1965.

Havre de Grace consisted of about sixty houses, and of these not more than forty were burnt. Many others were plundered and much injured, and scarcely one remained which was not **perforated** (*pierced*) with balls or defaced by the explosion of shells. The most distressing part of the scene, was at the close of the day, when those, who fled in the morning, returned to witness the **desolation** (*sad destruction*) of their homes, and the ruin of all their positions. Most of them had escaped without being able to take anything away, except the clothes which covered them.

But their immediate necessities were relieved by the **benevolence** (*generosity*) and **liberality** (*kindness*) of a few gentlemen in the neighborhood, who received them kindly into their houses, and supplied them with **provision** (*what they needed*).”

Havre de Grace: Jared Spark's Account

Directions: After reading “Havre de Grace: Jared Spark’s Account,” answer the following questions.

1. Explain how the Havre de Grace militia changed its operations, or what it was doing, before the attack. Why do you think it did so?
2. Summarize what happened in Havre de Grace.
3. How did life change for people who lived in Havre de Grace because of the attack? Give specific examples to support your argument.
4. After the attack, what do you think people living in Havre de Grace did first? What did they find necessary and/or important to do? Make sure your prediction includes several specific details.
5. What do you think people in Havre de Grace were feeling after the attack? Explain why they may have felt that way. Give an example of a current situation, either from your own life or from the news, where someone might experience these feelings. Are the two situations similar in any way? Explain.

Name _____

Letter to the Producer

Directions: After listening to the class correspondents, fill out this letter to share with the TV producer what you learned and your opinion of the show.

Dear Producer,

I (circle one: enjoyed/did not enjoy) tonight's newscast about daily life in our country during this War because:

I learned many new things about War of 1812 daily life during this show. THREE new things I learned include:

During the War, people shared many common experiences. One similarity I heard between different newscasts included:

During the War, people also underwent many different experiences. One difference that I heard included:

There are many similarities and differences between my own life and the experiences of the people interviewed on your show. Some similarities and differences are:

In general, I would describe life during the War of 1812 as

I would like to add

Sincerely,